

TEACHER EVALUATION

Addendum Attached

Yes No

Teacher's Name Jessica Horner
Grade Level/Subject Pre K

Years of Experience in County 0-2 2
3-6 _____
7+ _____

School Burch Elementary

Evaluation Period: 1st Semester
2012

Directions: For each area of responsibility, mark the appropriate rating in the box provided.

RATING SCALE:

Exemplary (EXEM) – Performance consistently demonstrates expertise and mastery of performance criteria and evidence of any of the following: recognition at the state and/or national levels, leadership in staff development through presentations at the state and/or national levels and/or development and implementation of innovative instructional programs.

Exceeds Standards (EXS) - Performance consistently demonstrates expertise and mastery of performance criteria and evidence of any of the following: recognition at the school, county and/or regional levels, leadership in staff development through presentations at the school, county and/or regional levels and/or implementation of innovative instructional programs.

Meets Standards (MS) – Performance is consistently adequate in meeting performance criteria.

Unsatisfactory (UNS) – Performance is not consistently acceptable in meeting performance criteria.

I. PROGRAMS OF STUDY EXEM <input type="checkbox"/> EXS <input type="checkbox"/> MS <input type="checkbox"/> UNS <input type="checkbox"/>	
<p><input checked="" type="checkbox"/> A. Bases instruction on adopted curricula for the school.</p> <p><input checked="" type="checkbox"/> B. Demonstrates accurate and current knowledge in subject field.</p> <p><input checked="" type="checkbox"/> C. Develops appropriate lessons to teach instructional objectives.</p> <p><input checked="" type="checkbox"/> D. Employs a variety of instructional strategies to augment achievement</p> <p><input checked="" type="checkbox"/> E. Utilize content scope and sequence in planning.</p>	<p>COMMENTS:</p> <p><i>met CHO o standards</i></p>
II. CLASSROOM CLIMATE EXEM <input type="checkbox"/> EXS <input type="checkbox"/> MS <input type="checkbox"/> UNS <input type="checkbox"/>	
<p><input checked="" type="checkbox"/> A. Follows established school discipline procedures which include the WV Student Code of Conduct.</p> <p><input checked="" type="checkbox"/> B. Establishes procedures and rules that enhance learning.</p> <p><input checked="" type="checkbox"/> C. Encourages students' attendance.</p> <p><input checked="" type="checkbox"/> D. Sets high positive expectations for student performance.</p> <p><input checked="" type="checkbox"/> E. Encourages and acknowledges individual students' accomplishments and appropriate behavior.</p> <p><input checked="" type="checkbox"/> F. Treats students in a fair and equitable manner.</p> <p><input checked="" type="checkbox"/> G. Accommodates individual learning differences.</p> <p><input checked="" type="checkbox"/> H. Creates and maintains an environment</p>	<p>COMMENTS:</p> <p><i>Classroom climate of high expectations</i></p>

III. INSTRUCTIONAL MANAGEMENT SYSTEM

EXEM

EXS

MS

UNS

COMMENTS:

- A. Prepares and implements lesson plans.
- B. Begins lessons or instructional activity with a review of previous materials as appropriate.
- C. Has materials, supplies and equipment ready at the Start of the lesson or instructional activity.
- D. Introduces the instructional activity and specifies instructional objectives.
- E. Directs and adequately supervises students to be on task quickly at the beginning of each instructional activity.
- F. Presents reading, writing, speaking, and listening strategies using concepts and language which students understand.
- G. Provide relevant examples and demonstrations to illustrate concepts and skills.
- H. Assigns developmentally appropriate tasks.
- I. Provides instructional pacing that ensure student understanding.
- J. Maximize student time-on task.
- K. Makes effective transitions between instructional activities.
- L. Summarizes the main point(s) of the instructional strategies.
- M. Encourages students to express ideas clearly and accurately.
- N. Incorporates higher level thinking skills.
- O. Assist student to develop productive work habits and study skills.
- P. Provides remediation activities for students.
- Q. Designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives.
- R. Integrates a variety of technology applications and learning tools to augment student achievement.

*Lesson Plans
reflect high
student
engagement*

IV. STUDENT PROGRESS

EXEM

EXS

MS

UNS

COMMENTS:

- A. Follows grading policies and regulations.
- B. Maintains accurate and complete student records.
- C. Monitors and evaluates student progress.
- D. Provides feedback on student work.
- E. Monitor student's attendance.

*Follow
policies*

V. COMMUNICATION

EXEM EXS MS UNS

- A. Communicates student progress according to established procedures and policies.
- B. Communicates regularly and effectively with students, co-workers, parents/guardians, and community and exhibits appropriate interactive skills.
- C. Follows confidentially procedures regarding students, parents/guardians, and fellow staff members.
- D. Speaks and writes standard English clearly, correctly, and distinctly.
- E. Determines and utilizes appropriate community resources.

COMMENTS:

*Excellent
w/ communication
w/ children*

IV. PROFESSIONAL WORK HABITS

EXEM EXS MS UNS

- A. Demonstrates behavior which reflects established professional responsibilities (i.e. attendance, punctuality, and verbal/nonverbal communication).
- B. Adheres to established laws, policies, rules, and regulations.
- C. Interacts appropriately with students, other educational personnel, and parents.
- D. Participates in activities which foster professional growth.
- E. Is punctual with reports, grades, records, and in reporting to work.
- F. Performs assigned duties.
- G. Strives to meet county/school goals.
- H. Commands respect by example in appearance, manners, behavior, and language.

COMMENTS:

*Great
parent
activities*

COMMENDATIONS:

SUGGESTIONS:

Works well w/ CD workers
a family member

IDENTIFIED DEFICIENCIES AND RECOMMENDATIONS:

Wonderful class environment

Signing this evaluation form indicates that the employee has had an opportunity to confer with the evaluator regarding its contents. (The employee has the right to include a written statement as an addendum to the evaluation.)

Jessica Gregg Harner 10/31/12
Employee's Signature Date

Addendum Attached
Yes _____ No

Deborah L. Staw 10/31/12
Administration Employee's Signature Date



West Virginia Pre-K – Observational Walkthrough

The Observational Walkthrough is a pre-k observation tool that targets times of the typical preschool day for administrators to observe. The *Environmental Overview* section is a quick policy, health, and safety checklist that is to be completed during each walkthrough along with one of the four primary sections: *Group Times, Child Choice, Outdoor/Indoor Gross Motor, or Meals/Snack*. Each section can be completed through a ten to fifteen minute observation during specific times of the day throughout the school year.

Environmental Overview

The Environmental Overview includes items that the observer should observe regardless of the time of day. The Environmental Overview is to be completed with each of the other sections being utilized.

Teacher: *Homer*
Date: *10/10/12*
Time: *2:30*
Observer: *Debbi Star*
School/Classroom: *BES*

WV Universal Pre-K Environmental Overview

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> Teacher-child ratio is maintained at all times including lunch and outdoors (1:10 for children without IEPs, 2:8 for children with IEPs, a second aide must be added if the tenth child with an IEP is enrolled)
✓		<ul style="list-style-type: none"> All adults in the room are engaged and working with children to ensure safety and to support appropriate resolution of conflicts. Staff ensure that every center can be viewed easily by an adult.
✓		<ul style="list-style-type: none"> There are no materials present that may be harmful to children (chemicals, sharp or dangerous objects, uncovered safety caps, loose cords).
✓		<ul style="list-style-type: none"> Daily schedule or routines for children's day is posted.
✓		<ul style="list-style-type: none"> Children are actively engaged in the available activities and materials.
✓		<ul style="list-style-type: none"> Books from a variety of genres and writing materials are available and accessible throughout the interest areas of the room.
✓		<ul style="list-style-type: none"> The classroom is rich in environmental print (including children's writings and dictation).
✓		<ul style="list-style-type: none"> Children's work is displayed at varying levels in several locations of the classroom and relate to current learning activities (ex. artwork, recent photos of field trip or activities, graphs, charts, dictated stories, and writing samples).
✓		<ul style="list-style-type: none"> Worksheets or flashcards are not used (no exceptions).
✓		<ul style="list-style-type: none"> Observations are documented by staff throughout ongoing interactions with children.

Notes:

Fire Prevention week
5 Little Firefighters
Finger play, handprint & count

Group Time

The Group Time section of the Observational Walkthrough is completed when children are in large group or assigned small group settings. Group Time includes times when all or part of a class come together and the group is facilitated by an adult.

Teacher:	<i>Horne</i>
Date:	<i>10/16/12</i>
Time:	<i>2:30</i>
Observer:	<i>Debbi Star</i>
School/Classroom:	<i>BES</i>

Group Time

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> Staff ensure that the time allotted to group time is developmentally appropriate for the children in the group (5—15 minutes).
✓		<ul style="list-style-type: none"> There are a variety of interactive experiences that children enjoy doing together such as group reading activities and music and movement.
✓		<ul style="list-style-type: none"> Group space is easily seen by the children for charts such as a job chart, the daily pictorial schedule, or charts for graphing activities. The children do not have to strain or look across the room at the visuals.
✓		<ul style="list-style-type: none"> Children have the opportunity to experience a sense of belonging to the group. The adults listen attentively to what the children have to say and support respective dialogue among children.
✓		<ul style="list-style-type: none"> Adults reinforce the “community culture” by discussing joint concerns and problems. Children participate in problem solving and conflict resolution.
✓		<ul style="list-style-type: none"> Staff inform children of daily expectations and any changes to the routine.
✓		<ul style="list-style-type: none"> Staff introduce new materials and concepts during group time that children can explore during Center/Choice Time.
✓		<ul style="list-style-type: none"> Group times are adapted to meet the developmental levels of the children and the current atmosphere of the classroom.
✓		<ul style="list-style-type: none"> Staff facilitate thinking and learning skills through open ended questioning, open dialogue, modeling and demonstrating.

Notes:

*Fire Safety Discussed
Stop Drop & Roll*

Center/Child Choice Time

Center/Child Choice Time includes the times of the day where children have access to the materials throughout the classroom and the interest areas. Children have the opportunity to carry out plans, solve problems, and interact with peers and adults.

Teacher:	<i>Norner</i>
Date:	<i>10/12/12</i>
Time:	<i>2:45</i>
Observer:	<i>Debi. St</i>
School/Classroom:	<i>BES</i>

Center/Child Choice Time

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> • There is a variety of materials available throughout interest areas.
✓		<ul style="list-style-type: none"> • Choice time occurs for duration of at least one uninterrupted hour each day exclusive of clean-up time.
✓		<ul style="list-style-type: none"> • Children are allowed to choose interest centers, activities, materials and playmates with staff intentionally teaching children how to make choices.
✓		<ul style="list-style-type: none"> • Staff use choice time to address the needs and interests of individual children.
✓		<ul style="list-style-type: none"> • Staff circulate the room and interact with children: <ul style="list-style-type: none"> ➢ Model and demonstrate use of materials and play episodes. ➢ Encourage children's efforts and accomplishments. ➢ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. ➢ Pose problems, ask questions, and make comments and suggestions that stimulate children's thinking and extend their learning. ➢ Engage the children in discussions and open ended dialogue about their play. ➢ Encourage dialogue between children to problem solve, extend their learning, and to support child to child interactions.
✓		<ul style="list-style-type: none"> • Staff maintain the environment and provide direction for clean-up, viewing clean up as an opportunity to teach skills and foster critical social and emotional development.
✓		<ul style="list-style-type: none"> • Staff read to children individually or in small groups.

Notes:

*Smoke alarms discussed
out out "The Wheels on the
Fire Engine"*

Outdoor Time/Indoor Gross Motor Time

Outdoor Time/Indoor Gross Motor Time is an essential part of each day that meets the needs of all children and provides a variety of opportunities for teachers to assess all areas of development through child-initiated large motor activities and equipment.

Teacher:	<i>Horner</i>
Date:	<i>10/11/12</i>
Time:	<i>12:30</i>
Observer:	<i>Debbi Star</i>
School/Classroom:	<i>BCE</i>

Outdoor Time/Indoor Gross Motor Time

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> • Daily outdoor time is provided on a regular basis, weather permitting.
✓		<ul style="list-style-type: none"> • Indoor gross motor time is provided as a supplement to outdoor time or when weather does not permit outdoor play.
✓		<ul style="list-style-type: none"> • Staff are actively engaged in outdoor time and consider it as part of educational experiences within the curriculum ---not "recess".
✓		<ul style="list-style-type: none"> • Staff assists children to develop skills needed to use equipment.
✓		<ul style="list-style-type: none"> • Outdoor time/indoor gross motor time addresses the needs and interests of individual children as adults: <ul style="list-style-type: none"> ➢ Model and demonstrate use of materials and play episodes. ➢ Encourage children's efforts and accomplishments. ➢ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. ➢ Encourage dialogue between children to problem solve, promote social development, and child to child interactions.

Notes:

Practice crawling low under
smoke for Fire Safety

Meals/Snacks

Meals/Snacks are considered to be instructional time in Pre-K. In order for staff to utilize this part of the day and to assist in development of school readiness skills, adults and children need to be active in this part of the daily schedule.

Teacher: *Horne*
 Date: *10/12/12*
 Time: *2:10*
 Observer: *Debi Star*
 School/Classroom:

Meals/Snacks

Met	Not Met	Primary Adult Roles General Strategies
✓		• Children participate in setting the table, serving themselves and cleaning-up.
✓		• Conversations occur at mealtimes.
✓		• Staff sit with children at the tables as much as possible.
✓		• Children are allowed enough time to eat.
✓		• Food is never used as reward or punishment.
✓		• Staff teach healthy nutrition concepts, encourage children to make healthy food choices, and model healthy habits.
✓		• Meal times are viewed as educational experiences.

Notes:

*Good communication
during snack time*



West Virginia Pre-K – Observational Walkthrough

The Observational Walkthrough is a pre-k observation tool that targets times of the typical preschool day for administrators to observe. The *Environmental Overview* section is a quick policy, health, and safety checklist that is to be completed during each walkthrough along with one of the four primary sections: *Group Times, Child Choice, Outdoor/Indoor Gross Motor, or Meals/Snack*. Each section can be completed through a ten to fifteen minute observation during specific times of the day throughout the school year.

Environmental Overview

The Environmental Overview includes items that the observer should observe regardless of the time of day. The Environmental Overview is to be completed with each of the other sections being utilized.

Teacher: *Houser*
 Date: *9/19/12*
 Time: *9 AM*
 Observer: *Debbie Stue*
 School/Classroom: *BES*

WV Universal Pre-K Environmental Overview

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> Teacher-child ratio is maintained at all times including lunch and outdoors (1:10 for children without IEPs, 2:8 for children with IEPs, a second aide must be added if the tenth child with an IEP is enrolled)
✓		<ul style="list-style-type: none"> All adults in the room are engaged and working with children to ensure safety and to support appropriate resolution of conflicts. Staff ensure that every center can be viewed easily by an adult.
✓		<ul style="list-style-type: none"> There are no materials present that may be harmful to children (chemicals, sharp or dangerous objects, uncovered safety caps, loose cords).
✓		<ul style="list-style-type: none"> Daily schedule or routines for children's day is posted.
✓		<ul style="list-style-type: none"> Children are actively engaged in the available activities and materials.
✓		<ul style="list-style-type: none"> Books from a variety of genres and writing materials are available and accessible throughout the interest areas of the room.
✓		<ul style="list-style-type: none"> The classroom is rich in environmental print (including children's writings and dictation).
✓		<ul style="list-style-type: none"> Children's work is displayed at varying levels in several locations of the classroom and relate to current learning activities (ex. artwork, recent photos of field trip or activities, graphs, charts, dictated stories, and writing samples).
✓		<ul style="list-style-type: none"> Worksheets or flashcards are not used (no exceptions).
✓		<ul style="list-style-type: none"> Observations are documented by staff throughout ongoing interactions with children.

Notes:

Print awareness evident throughout classroom

Group Time

The Group Time section of the Observational Walkthrough is completed when children are in large group or assigned small group settings. Group Time includes times when all or part of a class come together and the group is facilitated by an adult.

Teacher:	<i>Honer</i>	
Date:	<i>9/19/12</i>	
Time:	<i>9:20</i>	
Observer:	<i>Debbi Stare</i>	
School/Classroom:	<i>BES</i>	
Group Time		
		Primary Adult Roles General Strategies
Met	Not Met	
✓		<ul style="list-style-type: none"> • Staff ensure that the time allotted to group time is developmentally appropriate for the children in the group (5—15 minutes).
✓		<ul style="list-style-type: none"> • There are a variety of interactive experiences that children enjoy doing together such as group reading activities and music and movement.
✓		<ul style="list-style-type: none"> • Group space is easily seen by the children for charts such as a job chart, the daily pictorial schedule, or charts for graphing activities. The children do not have to strain or look across the room at the visuals.
✓		<ul style="list-style-type: none"> • Children have the opportunity to experience a sense of belonging to the group. The adults listen attentively to what the children have to say and support respective dialogue among children.
✓		<ul style="list-style-type: none"> • Adults reinforce the “community culture” by discussing joint concerns and problems. Children participate in problem solving and conflict resolution.
✓		<ul style="list-style-type: none"> • Staff inform children of daily expectations and any changes to the routine.
✓		<ul style="list-style-type: none"> • Staff introduce new materials and concepts during group time that children can explore during Center/Choice Time.
✓		<ul style="list-style-type: none"> • Group times are adapted to meet the developmental levels of the children and the current atmosphere of the classroom.
✓		<ul style="list-style-type: none"> • Staff facilitate thinking and learning skills through open ended questioning, open dialogue, modeling and demonstrating.
Notes:		
<p><i>Discussed Brown Bear, Brown Bear animals & sounds</i></p>		

Center/Child Choice Time

Center/Child Choice Time includes the times of the day where children have access to the materials throughout the classroom and the interest areas. Children have the opportunity to carry out plans, solve problems, and interact with peers and adults.

Teacher: *Horne*
 Date: *9/18/12*
 Time: *10:45*
 Observer: *Debbie Star*
 School/Classroom: *BE2*

Center/Child Choice Time

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> • There is a variety of materials available throughout interest areas.
✓		<ul style="list-style-type: none"> • Choice time occurs for duration of at least one uninterrupted hour each day exclusive of clean-up time.
✓		<ul style="list-style-type: none"> • Children are allowed to choose interest centers, activities, materials and playmates with staff intentionally teaching children how to make choices.
✓		<ul style="list-style-type: none"> • Staff use choice time to address the needs and interests of individual children.
✓		<ul style="list-style-type: none"> • Staff circulate the room and interact with children: <ul style="list-style-type: none"> ➤ Model and demonstrate use of materials and play episodes. ➤ Encourage children's efforts and accomplishments. ➤ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. ➤ Pose problems, ask questions, and make comments and suggestions that stimulate children's thinking and extend their learning. ➤ Engage the children in discussions and open ended dialogue about their play. ➤ Encourage dialogue between children to problem solve, extend their learning, and to support child to child interactions.
✓		<ul style="list-style-type: none"> • Staff maintain the environment and provide direction for clean-up, viewing clean up as an opportunity to teach skills and foster critical social and emotional development.
✓		<ul style="list-style-type: none"> • Staff read to children individually or in small groups.

Notes:

Excellent direction toward activities

Outdoor Time/Indoor Gross Motor Time

Outdoor Time/Indoor Gross Motor Time is an essential part of each day that meets the needs of all children and provides a variety of opportunities for teachers to assess all areas of development through child-initiated large motor activities and equipment.

Teacher: *Homer*
 Date: *9/18/12*
 Time: *11:15*
 Observer: *Debbi Star*
 School/Classroom: *BCE*

Outdoor Time/Indoor Gross Motor Time

		Primary Adult Roles General Strategies
Met	Not Met	
✓		• Daily outdoor time is provided on a regular basis, weather permitting.
✓		• Indoor gross motor time is provided as a supplement to outdoor time or when weather does not permit outdoor play.
✓		• Staff are actively engaged in outdoor time and consider it as part of educational experiences within the curriculum ---not "recess".
✓		• Staff assists children to develop skills needed to use equipment.
✓		• Outdoor time/indoor gross motor time addresses the needs and interests of individual children as adults: <ul style="list-style-type: none"> ➢ Model and demonstrate use of materials and play episodes. ➢ Encourage children's efforts and accomplishments. ➢ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. ➢ Encourage dialogue between children to problem solve, promote social development, and child to child interactions.

Notes:

Dance to Bear Hunt

Meals/Snacks

Meals/Snacks are considered to be instructional time in Pre-K. In order for staff to utilize this part of the day and to assist in development of school readiness skills, adults and children need to be active in this part of the daily schedule.

Teacher:	<i>Horne</i>
Date:	<i>9/21/12</i>
Time:	<i>12:00</i>
Observer:	<i>Debbi Staw</i>
School/Classroom:	<i>BES</i>

Meals/Snacks

Met	Not Met	Primary Adult Roles General Strategies
<input checked="" type="checkbox"/>		• Children participate in setting the table, serving themselves and cleaning-up.
<input checked="" type="checkbox"/>		• Conversations occur at mealtimes.
<input checked="" type="checkbox"/>		• Staff sit with children at the tables as much as possible.
<input checked="" type="checkbox"/>		• Children are allowed enough time to eat.
<input checked="" type="checkbox"/>		• Food is never used as reward or punishment.
<input checked="" type="checkbox"/>		• Staff teach healthy nutrition concepts, encourage children to make healthy food choices, and model healthy habits.
<input checked="" type="checkbox"/>		• Meal times are viewed as educational experiences.

Notes:

*Pleasant atmosphere
before, during lunch*



West Virginia Pre-K – Observational Walkthrough

The Observational Walkthrough is a pre-k observation tool that targets times of the typical preschool day for administrators to observe. The *Environmental Overview* section is a quick policy, health, and safety checklist that is to be completed during each walkthrough along with one of the four primary sections: *Group Times*, *Child Choice*, *Outdoor/Indoor Gross Motor*, or *Meals/Snack*. Each section can be completed through a ten to fifteen minute observation during specific times of the day throughout the school year.

Environmental Overview

The Environmental Overview includes items that the observer should observe regardless of the time of day. The Environmental Overview is to be completed with each of the other sections being utilized.

Teacher: *Norma*
 Date: *10/24/12*
 Time:
 Observer: *Chibi Stew*
 School/Classroom: *BES*

WV Universal Pre-K Environmental Overview

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> Teacher-child ratio is maintained at all times including lunch and outdoors (1:10 for children without IEPs, 2:8 for children with IEPs, a second aide must be added if the tenth child with an IEP is enrolled)
✓		<ul style="list-style-type: none"> All adults in the room are engaged and working with children to ensure safety and to support appropriate resolution of conflicts. Staff ensure that every center can be viewed easily by an adult.
✓		<ul style="list-style-type: none"> There are no materials present that may be harmful to children (chemicals, sharp or dangerous objects, uncovered safety caps, loose cords).
✓		<ul style="list-style-type: none"> Daily schedule or routines for children's day is posted.
✓		<ul style="list-style-type: none"> Children are actively engaged in the available activities and materials.
✓		<ul style="list-style-type: none"> Books from a variety of genres and writing materials are available and accessible throughout the interest areas of the room.
✓		<ul style="list-style-type: none"> The classroom is rich in environmental print (including children's writings and dictation).
✓		<ul style="list-style-type: none"> Children's work is displayed at varying levels in several locations of the classroom and relate to current learning activities (ex. artwork, recent photos of field trip or activities, graphs, charts, dictated stories, and writing samples).
✓		<ul style="list-style-type: none"> Worksheets or flashcards are not used (no exceptions).
✓		<ul style="list-style-type: none"> Observations are documented by staff throughout ongoing interactions with children.

Notes:

*Examine pumpkin, guess
what is inside*

Group Time

The Group Time section of the Observational Walkthrough is completed when children are in large group or assigned small group settings. Group Time includes times when all or part of a class come together and the group is facilitated by an adult.

Teacher:	<i>Normer</i>
Date:	<i>10/24/12</i>
Time:	<i>9:15</i>
Observer:	<i>Debbi Star</i>
School/Classroom:	<i>BES</i>

Group Time

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> Staff ensure that the time allotted to group time is developmentally appropriate for the children in the group (5—15 minutes).
✓		<ul style="list-style-type: none"> There are a variety of interactive experiences that children enjoy doing together such as group reading activities and music and movement.
✓		<ul style="list-style-type: none"> Group space is easily seen by the children for charts such as a job chart, the daily pictorial schedule, or charts for graphing activities. The children do not have to strain or look across the room at the visuals.
✓		<ul style="list-style-type: none"> Children have the opportunity to experience a sense of belonging to the group. The adults listen attentively to what the children have to say and support respective dialogue among children.
✓		<ul style="list-style-type: none"> Adults reinforce the “community culture” by discussing joint concerns and problems. Children participate in problem solving and conflict resolution.
✓		<ul style="list-style-type: none"> Staff inform children of daily expectations and any changes to the routine.
✓		<ul style="list-style-type: none"> Staff introduce new materials and concepts during group time that children can explore during Center/Choice Time.
✓		<ul style="list-style-type: none"> Group times are adapted to meet the developmental levels of the children and the current atmosphere of the classroom.
✓		<ul style="list-style-type: none"> Staff facilitate thinking and learning skills through open ended questioning, open dialogue, modeling and demonstrating.

Notes:

Carve pumpkin
 Was prediction correct?

Center/Child Choice Time

Center/Child Choice Time includes the times of the day where children have access to the materials throughout the classroom and the interest areas. Children have the opportunity to carry out plans, solve problems, and interact with peers and adults.

Teacher:	<i>Jessica Norner</i>
Date:	<i>10/25/12</i>
Time:	<i>2:30</i>
Observer:	<i>Debbi Star</i>
School/Classroom:	<i>BES</i>

Center/Child Choice Time

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> • There is a variety of materials available throughout interest areas.
✓		<ul style="list-style-type: none"> • Choice time occurs for duration of at least one uninterrupted hour each day exclusive of clean-up time.
✓		<ul style="list-style-type: none"> • Children are allowed to choose interest centers, activities, materials and playmates with staff intentionally teaching children how to make choices.
✓		<ul style="list-style-type: none"> • Staff use choice time to address the needs and interests of individual children.
✓		<ul style="list-style-type: none"> • Staff circulate the room and interact with children: <ul style="list-style-type: none"> ➤ Model and demonstrate use of materials and play episodes. ➤ Encourage children's efforts and accomplishments. ➤ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. ➤ Pose problems, ask questions, and make comments and suggestions that stimulate children's thinking and extend their learning. ➤ Engage the children in discussions and open ended dialogue about their play. ➤ Encourage dialogue between children to problem solve, extend their learning, and to support child to child interactions.
✓		<ul style="list-style-type: none"> • Staff maintain the environment and provide direction for clean-up, viewing clean up as an opportunity to teach skills and foster critical social and emotional development.
✓		<ul style="list-style-type: none"> • Staff read to children individually or in small groups.

Notes:

Halloween Game: Counting
Sorting, Patterns, & Classifying

Outdoor Time/Indoor Gross Motor Time

Outdoor Time/Indoor Gross Motor Time is an essential part of each day that meets the needs of all children and provides a variety of opportunities for teachers to assess all areas of development through child-initiated large motor activities and equipment.

Teacher:	<i>Jessica Horner</i>
Date:	<i>10/26/12</i>
Time:	<i>12:15</i>
Observer:	<i>Debi Star</i>
School/Classroom:	<i>BSS</i>

Outdoor Time/Indoor Gross Motor Time

Met	Not Met	Primary Adult Roles General Strategies
✓		<ul style="list-style-type: none"> • Daily outdoor time is provided on a regular basis, weather permitting.
✓		<ul style="list-style-type: none"> • Indoor gross motor time is provided as a supplement to outdoor time or when weather does not permit outdoor play.
✓		<ul style="list-style-type: none"> • Staff are actively engaged in outdoor time and consider it as part of educational experiences within the curriculum --not "recess".
✓		<ul style="list-style-type: none"> • Staff assists children to develop skills needed to use equipment.
✓		<ul style="list-style-type: none"> • Outdoor time/indoor gross motor time addresses the needs and interests of individual children as adults: <ul style="list-style-type: none"> ➢ Model and demonstrate use of materials and play episodes. ➢ Encourage children's efforts and accomplishments. ➢ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. ➢ Encourage dialogue between children to problem solve, promote social development, and child to child interactions.

Notes:

Leaf Counting Game

Good encouragement

toward students

Meals/Snacks

Meals/Snacks are considered to be instructional time in Pre-K. In order for staff to utilize this part of the day and to assist in development of school readiness skills, adults and children need to be active in this part of the daily schedule.

Teacher:	<i>Hoerner</i>
Date:	<i>10/26</i>
Time:	<i>11:45</i>
Observer:	<i>Debi Ste</i>
School/Classroom:	<i>BES</i>

Meals/Snacks

Met	Not Met	Primary Adult Roles General Strategies
✓		• Children participate in setting the table, serving themselves and cleaning-up.
✓		• Conversations occur at mealtimes.
✓		• Staff sit with children at the tables as much as possible.
✓		• Children are allowed enough time to eat.
✓		• Food is never used as reward or punishment.
✓		• Staff teach healthy nutrition concepts, encourage children to make healthy food choices, and model healthy habits.
✓		• Meal times are viewed as educational experiences.

Notes:

*Good conversation during
meal time
Healthy habits addressed*